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**1995  
AMENDMENTS  
to the  
Program of Studies: Elementary Schools**

1. Replace front-end pages i to xiii with new pages i to ix.
2. LANGUAGE LEARNING:
  - Replace Language Learning title page (following Language Learning divider).
  - Replace French as a Second Language D.1.



# PROGRAM *of* STUDIES

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## *Elementary Schools*

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This Program of Studies is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended.

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This document reflects changes in the program of studies for elementary schools up to June 1995.

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# PROGRAM OF STUDIES: ELEMENTARY SCHOOLS

## 1995 CONTENTS

Introduction .....	v	Religious and Patriotic Instruction .....	viii
Program Foundations: Mission and Mandate .....	vi	Learning Resources .....	ix

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
COMPUTER LITERACY	1984	1984	1984	1984
FINE ARTS				
Art	1985	1985	1985	1988
Drama	1985	1985	1985	1985
Music	1989	1989	1989	1991
HEALTH	1989	1990	C1-C5 1990 C6-C12 1988 C13-C14 1990 C15-C16 1988 C17-C19 1990	1988
LANGUAGE LEARNING				
Language Learning	1991	1991	1991	1994
Français	1994 ★			
French Language Arts	1994 ★			
French as a Second Language	1992			
Beginning Level		1992	1992	1995
Intermediate Level		1993	1993	1995
Ukrainian Language Arts	1990	1990	1990	1994
Native Languages				
Blackfoot Language and Culture Program	1990	1990	1990	1993
Cree Language and Culture Program	1989	1989	1989	1992
MATHEMATICS	1982	1982	C1-C2 1984 C3-C10 1982	1994
PHYSICAL EDUCATION	1984	1984	1984	1985
SCIENCE	1984	1984	1984	1984
SOCIAL STUDIES	1990	1990	1990	1994

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

★ Program information only.





# INTRODUCTION

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*The Program of Studies: Elementary Schools* identifies the expectations for the required and other learning of all students. Content is focused on what students are expected to know and be able to do.

Though the program is organized into separate subject or course areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated bits. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the expectations outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and operations refer to the current issue of the *Guide to Education: ECS to Grade 9 Handbook*. Alberta Education also produces a variety of publications to support programs of study, all of which are available for purchase from the Learning Resources Distributing Centre. Basic and support student learning resources, and authorized teaching resources, are listed in the Learning Resources Distributing Centre *Buyers Guide*.

# PROGRAM FOUNDATIONS: MISSION AND MANDATE★

## Mission

“The best possible education for all Alberta students.”

## Mandate

Education is responsible for ensuring that students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

## Beliefs

### We believe:

- All students can learn and experience success
- All students have the right of equitable access to a quality basic education program that meets their diverse needs
- Students are responsible for participating fully in the achievement of their educational success
- All students must have strong reading, writing and math skills with which to analyze data and develop ideas and inferences
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued
- Education is an essential building block of our society's future
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy
- Quality educational programs develop the total person—social, physical, intellectual, cultural and emotional dimensions
- High learning expectations challenge all students to learn and achieve
- The success of students is the shared responsibility of students, parents, school, community and government
- Parents should have opportunities for meaningful involvement in important decisions about their children's education
- Parents and the public should have access to timely information about the performance and cost of the education system
- The satisfaction of students, parents and the public is critical to the success of the education system
- Resources and relevant decision making should be located where education happens
- All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results
- Available resources can maintain and improve the quality of education for students, if managed efficiently and innovatively
- The provision of educational funding must be fair, adequate and affordable.

★ This Mission and Mandate has been excerpted from pages 7–10 of *Meeting the Challenge II: Three-Year Business Plan for Education, 1995/96–1997/98* and replaces Goals of Education, Goals of Schooling and Desirable Personal Characteristics in previous programs of study.

## Basic Education—the Definition

The school's first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

## Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards including employability skills consistent with workplace requirements.

Schools will provide a variety of learning experiences so that students:

- can read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method and the societal context of science
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- can research an issue thoroughly
- know how to work independently and as part of a team
- respect the cultural diversity of Canada, and appreciate literature and the arts
- know the basic requirements of an active, healthful lifestyle

- recognize the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships to that well-being
- manage time and other resources needed to complete a task
- use computer and communication technologies
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Schools also may provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.

## Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings.

The expected learnings can be achieved in many ways: many students will require concrete, hands-on approaches to achieve the expected results. Schools will have authority to deploy resources and may use any instructional technique acceptable to the community as long as the results are achieved. Schools and teachers are encouraged to take advantage of different delivery options, such as distance education and workplace learning.

## Achievement Standards

Individual school results will vary but our total provincial system must be accountable for ensuring that a very high proportion of students are successful.

The province will define acceptable standards and standards of excellence for student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will assess and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in student learning expectations, provincial achievement tests, diploma exams and graduation requirements. Schools will consult with parents and other members of their communities about student performance, and set specific improvement targets.

## RELIGIOUS AND PATRIOTIC INSTRUCTION

There is one section in the *School Act* which has to do with religious and patriotic instruction. It is reproduced here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16



# LEARNING RESOURCES

## POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

## LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing elementary programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

### Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

### Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

### Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as teacher resource manuals (TRMs), diagnostic programs and monographs, are authorized by definition.

## AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Resources are listed in the Learning Resources Distributing Centre *Buyers Guide*.



# LANGUAGE LEARNING

## CONTENTS

Language Learning

Français

French Language Arts

French as a Second Language

★ Ukrainian as a Second Language

Native Languages

★ Blackfoot Language and Culture Program

★ Cree Language and Culture Program

★ For current information on basic learning resources, consult the Learning Resources Distributing Centre *Buyers Guide*.





## D. BASIC LEARNING RESOURCES

### Beginning Level

#### ECS to Grade 3

Courtel, Claudine et al. *Petit Dimoïtou*. Montreal, PQ: Centre Éducatif et Culturel inc., 1990.

Courtel, Claudine and Murielle Mckinley. *Dimoïtou 1*. Montreal, PQ: Centre Éducatif et Culturel inc.

ISBN 2761702409 [Book 1, 1984]  
2761702891 [Book 2, 1985]

Courtel, Claudine and Denise Amyot. *Dimoïtou 2*. Montreal, PQ: Centre Éducatif et Culturel inc.

ISBN 2761703626 [Book 1, 1987]  
276170391X [Book 2, 1987]

Courtel, Claudine and Marthe Comeau. *Dimoïtou 3*. Montreal, PQ: Centre Éducatif et Culturel inc.

ISBN 2761704258 [Book 1, 1987]  
2761705343 [Book 2, 1988]

#### Grade 4 to Grade 6

Clarke, Anne Burrows, Gail S. Leder and Rauda M. Rautins. *Aventures 1*. Toronto, ON: Copp Clark Pitman Ltd., 1986.

ISBN 0773016929

\_\_\_\_\_. *Aventures 2*. Toronto, ON: Copp Clark Pitman Ltd., 1987.

ISBN 077304356X

\_\_\_\_\_. *Aventures 3*. Toronto, ON: Copp Clark Pitman Ltd., 1988.

ISBN 0773045554

Mas, J. et al. *Visages 1*. Don Mills, ON: Addison-Wesley Publishers, 1993.

ISBN 020157411X

Nemi, Monique, Scott Merrick and Paula Preston. *Bienvenue 1: Clic!* Scarborough, ON: Prentice-Hall Canada, Inc., 1988.

ISBN 0130770256

Nemi, Monique and Bernard Lecerf. *Bienvenue 2: On démarre!* Scarborough, ON: Prentice-Hall Canada, Inc., 1988.

ISBN 0130772801

\_\_\_\_\_. *Bienvenue 3: C'est parti!* Scarborough, ON: Prentice-Hall Canada, Inc., 1989.

ISBN 0130774219

### Intermediate Level

#### Grade 4 to Grade 6

Courtel, Claudine and Murielle Mckinley. *Chouette 1*. Montreal, PQ: Centre Éducatif et Culturel inc., 1990.

ISBN 2761705602





